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ABSTRACT

The purpose of this study was to improve the evaluation proficiencies of high school distributive education teachers in Virginia. A special conference for selected high school distributive education teachers provided instruction in the preparation of evaluation units and actual construction of such units in selected areas. An evaluation of the conference was based on: (1) pretest and posttest measurements of cognitive abilities in principles of evaluation, (2) the construction of evaluation units, and (3) a followup of the participants' implementation of these skills in the actual school setting. Results of the conference were favorable for all three areas. It was therefore recommended that conferences of this type be viewed as worthwhile ventures for improving evaluation abilities of teachers in their respective fields. (Author/JS)

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THE IMPROVEMENT OF EVALUATION PROCEDURES OF TEACHERS OF DISTRIBUTION AND MARKETING

A RESEARCH REPORT

BY
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AND
DR. LARRY J. WEBER

DEPARTMENT OF EDUCATION
COLLEGE OF ARTS AND SCIENCES
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BLACKSBURG, VIRGINIA
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PREFACE

This publication is a report of a project conducted to improve evaluation competencies of secondary distributive education teachers. Included is a portrayal of methodology, instructional procedures, evaluation analyses of the objectives for the project, and a compilation of evaluation units that participants in the project at Virginia Polytechnic Institute and State University developed for high school distributive education programs. The project was conducted from January, 1969 to June, 1970, under the sponsorship of the Sears, Roebuck Foundation, the Virginia State Department of Education, and Virginia Polytechnic Institute and State University and was directed by Dr. Stephen R. Lucas and Dr. Larry J. Weber. Participants in the project were high school distributive education teachers throughout Virginia who volunteered their time in this research effort.

It is our hope that the contents of this report will be of value to high school teachers of distributive education and others concerned with vocational education. We wish to express our thanks to the sponsoring agencies and the workshop participants. A list of participants is given in the appendix.

L. J. Weber
S. R. Lucas

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CHAPTER I

INTRODUCTION

Measurement experts have indicated that the most important factor which characterizes the kinds of learning that occur in schools is the system of evaluation that is in operation. They believe that students tend to learn the educational matter on which they are tested either formally or informally. It would appear advisable for teachers to utilize this information and use the testing situation as a means for implementing learning in the classroom.

In recent years a group of educational experts has become aware of the importance of evaluation as a means of facilitating learning. Research has been undertaken to optimally utilize testing in schools. Unfortunately, the research has not filtered down to classroom teachers and they have not utilized measurement findings to implement learning in the classroom.

One of the major faults of teacher-made tests is that the tests serve to measure that which the teacher does not consider very important but which is convenient to measure. For example, measurement experts estimate that three-fourths of the questions on examinations require students to merely recall material that they have been "taught." The problem then is one of enriching the learning situation by encouraging the teacher to challenge the student with test questions that measure higher mental processes.

PURPOSE

Educational psychologists believe that the types of evaluational methods used by teachers are a determining factor in the amount and type of learning that occurs in the classroom. The purpose of this project was to utilize recent findings in measurement and evaluation theory to facilitate learning. One of the most promising research efforts was the development of a taxonomy of educational objectives in which the cognitive learning outcomes of instruction were categorized into six major headings: knowledge, comprehension, application, analysis, synthesis, and evaluation. (2) Purportedly, all cognitive educational goals can be classified under one of the six headings and test items can be developed to measure whether or not the goals at a given level have been achieved.

Students of educational measurement have incorporated Bloom's system into their measurement philosophy and methodology. Sanders, for example, has used the taxonomy of Bloom, et al, as a basis for developing a classification system of

test questions. (7) One source that serves to reinforce the spirit of this study states, "Utilization of the taxonomy, as well as other systems, is meaningful to the educative process in terms of the power of educational objectives stated behaviorally. The process may force the educator to a level of specificity concerning what is being done in the classroom. When one thinks about behavioral objectives and the use of the taxonomies, he becomes more specific in his goal statement, his methodology, and his evaluation. Further, he begins to develop a language with specific definitions which provides a vehicle for communication on curriculum design, sequencing, integration of experiences, etc., in a manner which transcends individual grades and teachers. The implications for curriculum building and innovation are great, and the development of more analytic behavior in the educator is very possible." (9:122)

Bloom also provides support for the intent of this study when he states, "The ability to understand instruction may be defined as the ability of the learner to understand the nature of the task he is to learn and the procedures he is to follow in the learning of the task." (1)

SUMMARY

The overall purpose of this study was to improve the teaching efficacy of distributive education teachers through the development of evaluation competencies. Specifically, the objectives for the immediate study were to develop in the teacher the ability to:

1. Identify the cognitive level of test questions.
2. Construct test questions at all the cognitive levels.
3. Demonstrate expertise in the principles of testing.
4. Implement skills in measurement and evaluation when preparing classroom tests.

CHAPTER II

PROCEDURE

Initially, the project directors intended to divide the participants into two groups. The experimental group would be given instruction in evaluation techniques. The control group would not receive such instruction. Controls were incorporated in the original design so that equality of groups would be assured and the findings would be defensible. Specifically, the intent was to follow these procedures:

1. An invitation to all high school DE teachers to participate in an evaluation conference.

2. The random division of the teachers into experimental and control groups of 30 each.

3. The instruction of the experimental group in evaluational techniques.

4. Post-conference comparisons of the evaluation skills of the experimental and control groups.

Unfortunately, the number of DE teachers in the state of Virginia who volunteered was so small that the experimenters were unable to obtain the desired 60 participants in the conference. Due to the unavailability of the desired number of participants, it was necessary to redesign the experimental portion of the study. After the initial contact and repeated efforts to solicit participants in the conference, the number of individuals who obtained released time to participate in the conference was 23. Further attrition reduced the number to 15. It was impossible to divide such a small number of DE teachers into experimental and control groups; therefore, it was necessary to alter the design as follows:

1. All applicants were invited to participate in the evaluation conference.

2. The 15 who actually participated were examined for evaluation skills prior to the conference.

3. Upon completion of the conference they were subsequently examined and then post-conference evaluation skills were compared to their pre-conference skills and differences were noted.

The design was, in fact, a pre-test - post-test design using the same subjects and measuring gains. The authors were interested in the following variables in the study:

1. The cognitive ability of the participants in principles of evaluation.

2. The degree to which the participants implemented their cognitive ability in the construction of classroom tests.

Prior to their arrival, each participant was asked to submit a copy of an examination administered to his students. After their arrival and prior to instruction, participants were administered a pre-test covering material on testing and evaluation. (See Appendix A for pre-test.)

The pre-test performance provided evidence of the participants' ability in measurement and evaluation. The copies of their classroom tests were evidence of their applied ability in test construction. Subsequent information of the same type was gathered from the participants so that comparisons could be made between pre-conference and post-conference performance.

Post-conference data were gathered at two points after the conference. Data on the cognitive ability of participants were collected by the administration of a post-test on the last day of the conference. Data on the implementation of the cognitive ability in the construction of classroom tests were collected in the form of a copy of the DE teachers' first six-week tests given after the conference. Additional data, in the form of a second post-test, were to be collected at the end of the first semester of the academic year. Finally, copies of the DE teachers' first semester examinations were to be collected.

The following four comparisons were planned:

1. The participants' pre-conference status with the post-conference status for information about short-term cognitive gains.

2. Pre-conference and post-conference checks of examinations constructed by the participants for indication of short-term gains in test-constructing ability.

3. The participants' pre-conference status with the post-conference status for information about long-term cognitive gains.

4. Pre-conference and post-conference checks of examinations constructed by the participants for indication of long-term gains in test-constructing ability.

Treatment of the data obtained from participants was necessarily dependent upon its nature and upon the extent of

the conferees' participation. Because some of the participants failed to supply sufficient data, the four comparative studies outlined above were not possible. The adjustments that were made will be explained in the section reporting results.

The data in this study concerned the cognitive ability and the application skill of each participant. Cognitive ability was measured by a test of measurement skills administered prior to the conference and after the conference (see Appendix A for a copy of the examination). Evidence of the application skill was gathered by two methods. First, comparisons of participants' examinations constructed prior to the conference and after the conference to see if differences existed in test-constructing ability. Second, evaluation units were prepared by participants in an interest area of their choice.

Pre- and post-conference test scores of cognitive abilities, as measured by the tests administered to participants, were analyzed by t-tests for the difference between means at the time of the pre- and post-testing.

Evidence of the application skill was obtained by a comparison of the participants' examination items prepared prior to the conference with those examination items prepared after the conference. The items were paired and rated by a measurement expert and a subject-matter expert. The paired comparisons method of rating was used where two items were presented to each of the two experts who, in turn, judged which was the better item. The judgments were made independently by each rater and were made "in the blind." That is, the rater did not know which item was a pre-conference item or which was a post-conference item. The results were analyzed for statistical differences using the chi-square method. The items, both pre- and post-test, were selected using a table of random numbers. Items in the form of matching questions were not included in the comparisons because of their inappropriateness for comparisons on a one-to-one basis with other types of questions.

Other evidence of application skill was descriptive in nature and consisted of evaluation units in distributive education that participants developed during the conference. Included in each unit were educational objectives, stated behaviorally; a table of specifications; a blueprint of an evaluation plan; and test questions which purported to measure the stated objectives. Participants operated in two-member teams and units were developed for the following topics:

1. Stockkeeping on the selling floor
2. Retail arithmetic
3. Visual merchandising

4. Retail advertising

5. Merchandise information

6. Job interview

7. Operation of our economic system

The material should be of value for high school teachers of distributive education as illustrations for the preparation of DE units or as an initial framework from which more complex units can be developed.

CONFERENCE PROGRAM

The evaluation conference, The Improvement of Evaluation Procedures of Teachers of Distribution and Marketing, was conducted in a one-week session during August, 1969, and consisted of didactic presentations and participation sessions. In general, subject-matter presentations were made during the morning sessions and workshops were conducted in the afternoons. The format was designed to obtain maximum participation from the conferees. A detailed schedule of the conference follows.

SCHEDULE OF THE CONFERENCE

Sunday

7:00 p.m.	Purpose of the conference Overview of the conference Relationship of objectives to evaluation Organization of teams Selection of topical outlines as source material Pre-session test
9:30 p.m.	End of session

Monday

8:30 a.m.	Introduction to educational objectives Issuance of reference books by Bloom and Sanders The taxonomies of educational objectives
Noon	Lunch
1:30 p.m.	Writing objectives Critique of work
4:30 p.m.	End of session

Tuesday

8:30 a.m.	Feedback on the process of writing objectives Relationship of objectives to subject content Table of specifications - introduction
Noon	Lunch
1:30 p.m.	Revision of prior objectives Construction of subject content outline Preparation of table of specifications
4:30 p.m.	End of session

Wednesday

8:30 a.m.	Construction of test items A taxonomy of questions
Noon	Lunch
1:30 p.m.	Construction of test items with reference to table of specifications and objectives
4:30 p.m.	End of session

Thursday

8:30 a.m.	Feedback on the process of writing test items according to objectives and table of specifications
Noon	Lunch
1:30 p.m.	Group evaluation of a job interview (video-tape presentation) Discussion of differences in observations Completion of evaluation units
4:30 p.m.	End of session

Friday

8:30 a.m.	Critique of evaluation units Related research for development of evaluation units Evaluation of attitudinal instructional outcomes Conference critique Administration of post-conference test
Noon	Adjournment.

CHAPTER III

EVALUATION OF CONFERENCE OUTCOMES

The product of any program of instruction cannot be labeled successful unless there is evidence that favorable changes occurred.

In this chapter, the authors will present evidence of the success of the conference. The following criteria were used in the evaluation procedure:

1. The degree of change by the participants in cognitive ability regarding principles of evaluation.

2. The degree to which the participants put into practical use the evaluation principles that were presented during the conference.

Evidence for the first criterion was change, as measured by a test of evaluation skills between pre- and post-testing. Evidence for the second criterion was drawn from the evaluation units as presented in Chapter IV and from the examinations that participants constructed and administered during the academic year following the workshop.

Analysis of Test Results: Criterion 1

One of the criteria used to judge the success of the conference was the change in the participants' cognitive ability in principles of evaluation. If the program was to be called successful it would appear that some gain in cognitive ability in evaluation should be demonstrated.

On the first night of the conference, participants were administered a 60-item test on testing and evaluation (see Appendix A for a copy of the examination). The items were drawn from several test instruments that had desirable features for the purposes of this study. Upon completion of the conference the participants were administered the same test, thus a pre- and post-test design was utilized in evaluating this phase of the project.

Data on the 15 participants were analyzed as shown in Table 1. A t-test was computed and the result was that a significant difference existed between pre- and post-testing. The level of probability was $p < .01$. The authors accepted the above findings as evidence that the cognitive knowledge of participants was improved as a result of their participation in the conference.

A second analysis, similar to the one above, was attempted to determine whether long-term gain resulted from the conference. At the end of the first semester after the participants had returned to their schools, additional tests were mailed and participants were requested to complete them and to return them by mail. Unfortunately, the return on the request was so low that the authors did not feel justified in analyzing them. The authors made concerted efforts in the form of follow-up letters, phone calls and personal contacts but the returns were still insufficient for further analysis. Therefore, alteration of that phase of the initial plan had to be made and the authors were not able to carry out all the analyses that were planned at the outset.

TABLE 1

DATA ON THE TEST OF SIGNIFICANCE
FOR CHANGE IN COGNITIVE ABILITY

$\bar{D}$ (Mean Difference between Pre- and Post-Test scores)	6.13
$S_{\bar{D}}$ (Standard Error of the Mean Difference)	.73
t ratio	8.40
DF (Degrees of Freedom)	14
P = <.01 (Significant)	

Analysis of Practical Application of Evaluation Abilities: Criterion 2

Tests constructed.--One of the things that the authors wanted to determine was the extent to which DE teacher-coordinators would implement their newly-acquired skills in preparing the classroom tests that they would administer to their students. Accordingly, participants were asked to send copies of these tests to the authors.

Each participant was requested to submit a copy of a major examination that he had administered in the school year prior to his participation in the conference. He was also asked to submit a copy of the first major examination that he administered to his students during the school year after the conference. In order to guard against bias or confounding that could result from the participants knowing that their examinations were going to be compared, examinations were requested without forewarning and without knowledge by the participants as to which test would be requested. It was infeasible to analyze all items on all pre- and post-tests. Therefore, items were selected randomly from the pre- and post-tests for comparison with one another. From the tests that the participants submitted, test items were selected as follows:

1. four items were selected from each test
2. matching items were excluded from both pre- and post-tests.

Items were typed on 3 x 5 cards and paired in a random fashion with one item from a pre-test and one item from a post-test. The pairing was done by a research secretary without the assistance of the researchers. Also, the research secretary was directed to design a code by which she could determine which were pre-test items and which were post-test items. A total of 47 pairs of items were analyzed by the researchers. The task of the researchers was to identify which one of the pair of items was the better test item and to so note independently their ratings on a rating sheet.

Dr. Lucas viewed the questions according to the criterion of one who was expert in the field of distributive education. Dr. Weber viewed the questions according to the criterion of one knowledgeable in the area of educational evaluation. Items were dichotomized as to which was the better. After both raters had judged the items, the results were compared.

Of the 47 items selected by each rater as the better, the two raters agreed on 38 for an inter-rater agreement of 81%. This was viewed by the researchers as being high. On the remaining nine pairs of items, consensus was reached after

discussion between the raters. As indicated earlier, all rating was done "in-the-blind" with no knowledge by a rater of the other rater's choices or of which item in a pair came from a pre-conference test or a post-conference test.

After rating the items, the research secretary identified the 47 better items as to whether they were pre-test items or post-test items. Of the 47 better items, 19 were from tests that participants had constructed prior to their participation in the conference and 28 were from tests constructed after their conference participation. A chi square test was performed to check for significance. (8:187)

$$X^2 = \text{sum } \frac{(f_o - f_t)^2}{f_t}$$

A chi square value of 5.16 was obtained. This value was significant at the .05 level of probability. The researchers viewed this finding as evidence that the items from post-conference teacher-made tests were better than those from tests that had been constructed before the conference.

Evaluation units.--Evidence of conference success for criterion 2 was also indicated by construction of evaluation units for topics in distributive education by conference participants. Because of its unique nature this phase of the evaluation is presented as a separate section in Chapter IV, Evaluation Units.

It was the opinion of the researchers that work produced by the conferees was appropriate to the instructional goals of the conference and, in a subjective view, the units produced were outstanding.

CHAPTER IV

EVALUATION UNITS

Learning has been defined as a change in behavior resulting from experience. Emphasis in the foregoing definition should be placed on the term "behavior" because it is from students' behavior that learning is inferred. The science of education has not advanced to the point where direct evidence of student learning can be obtained. At present there is no chemical test that can reliably measure learning, no electrical device that can adequately detect the atomic or molecular changes that occur when individuals learn, no "dip stick" to poke down pupils' ears to tell how full they are of a particular kind of academia. Evidence of learning is obtained from students' overt performances and it is from this evidence that teachers determine whether or not satisfactory progress has been attained.

If it is from observation of students that evidence of success or failure is gathered, it would appear reasonable that the goals of educational programs should be stated in student behavioral terminology so that teachers would know precisely what to look for when they evaluate their students. It has been suggested that educational objectives be stated in operational terminology in such specific language that they are explicitly apparent to both teacher and pupils. Further, the precision of the statement of instructional goals should be so exact that any teacher in a given subject area should be able to readily determine whether or not pupils have met the criteria stated in the goal. The statement of instructional objectives in behavioral terms is the initial step in the development of an evaluation unit.

Once the objectives of an evaluation unit have been determined, the next step is the preparation of content material. This material is an integral and indispensable part of the evaluation unit and is primarily the responsibility of teachers and curriculum specialists.

The third step in evaluating pupil progress is the development of a table of specifications. The table of specifications is a two-way outline which relates educational objectives to course content. It is a blueprint of the evaluation scheme and assists in better assessing pupil progress in several ways. A table of specifications provides a visual plan of a test. It allows the teacher to allocate objectives and content in a more equitable manner. It prevents an overemphasis on a given topic of an instructional program or on a given type of educational objective. An examination of the tables of specifications in this report (see evaluation units included in this chapter) reveals that the evaluation units include a broad

spectrum of objectives and course content so that a kind of "shot-gun" pattern is obtained.

The final phase of an evaluation unit is the construction of test items to be included in an examination. Test items should be constructed in such a manner that they measure, as closely as possible, the educational objectives that were developed in the initial phase of the evaluation unit. In practice, the construction of test items is facilitated by the educational objectives. Frequently, objectives directly suggest test items. Test items should be constructed in accordance with the plan stated in the table of specifications to assure the evaluational intent of the teacher.

A treatise on the construction of test items is beyond the scope of this report. A discussion of some of the precautions which should be observed in the construction of test items is reported in a paper by the authors entitled, "Foolproofing Test Questions." (6) In general, test items which measure course objectives should be constructed. Whether they are of the "subjective" or "objective" type makes little difference. Test experts have indicated there is no inherent relationship between the type of test question asked and the level of mental ability being examined. Thus, the use of subjective questions will not necessarily guarantee that a high-level ability is being evaluated. Regardless of the manner in which a test question is phrased, i.e., essay, true/false, multiple-choice, an examiner has the obligation to assure that the answers are scored objectively. In this respect, it can be said that all tests should be objective in nature.

In the following sections illustrative evaluation units appropriate for topics in a high school distributive education class are presented. Included are units in "Stockkeeping on the Selling Floor," "Retail Arithmetic," "Visual Merchandising," "Retail Advertising," "Merchandise Information," "Job Interview," and "Operation of our Economic System." The material was constructed by the participants of the Evaluation Conference conducted at Virginia Polytechnic Institute during August, 1969. Included in each evaluation unit is a list of instructional objectives, a brief content outline, a table of specifications, and sample test items. The objectives are stated in operational terminology in terms of student behavior. The table of specifications is constructed in two dimensions to help assure adequate sampling of course objectives and content. Instructional objective headings are listed across the top of the table. Efforts were made to assure that objectives from all three domains, i.e., cognitive, affective, psychomotor, were included. Subject content headings are listed vertically at the left of the table. Sample test items follow the table of specifications. The test items are related to the table of specifications by means of a numerical and alphabetical code.

This coding helps assure continuity in the evaluation plan and provides integration of the unit. The questions included in the test section of the evaluation unit are sample items. The number of questions in a sample test does not necessarily correspond to the number of questions listed in the table of specifications.

The various teams of conference participants who constructed the evaluation units are identified on the first page of the particular evaluation unit being viewed. A complete list of participants is included in Appendix B.

Topic: Visual Merchandising

By: Elizabeth Moores and L. P. Moss, III
Thomas Edison H. S. Chatham H. S.
Fairfax County Pittsylvania County

Instructional Objectives

1. The student knows terms, techniques, opportunities, and general principles in visual merchandising when he is able to:

   1.1 Define the specific terms: visual merchandising, display, media, spectrum traffic, return.
   1.2 List jobs available in visual merchandising and tell education needed for each.
   1.3 Identify the colors in the color wheel as primary, secondary, and tertiary.
   1.4 List the three elements of visual merchandising.
   1.5 Define the terms: hue, shade, tint, value, and intensity.

2. The student understands general facts and principles about visual merchandising when he is able to:

   2.1 Identify three principles of display design.
   2.2 Predict current practices in visual merchandising that will endure.
   2.3 Recognize the effects of monotone displays.
   2.4 Forecast or predict traffic patterns within the store.
   2.5 Predict the reaction of customers to selected displays.
   2.6 Recognize the effect colors have on people.
   2.7 Categorize formal and informal balance, zigzag, and continental styles from diagrams.
   2.8 Recognize displays that show related items.
   2.9 Recognize the importance of symbolic props - i.e., rabbits for Easter.
   2.10 Distinguish the colors preferred by customers of different socio-economic classes.

3. The student applies knowledge and skills in visual merchandising when he is able to:

   3.1 Prepare a color wheel.
   3.2 Select colors appropriate to a specific holiday.
   3.3 Use geometric designs in a (shadow box, ledge) display - i.e., circles, rectangles, triangles, squares.
   3.4 Design a monochromatic display using a specific product and color.
   3.5 Compile a list of props for a Christmas display.
   3.6 Compile a list of color schemes reflecting store images.

3.7 Design displays using complementary colors.
3.8 Design traffic patterns for the store.

4. The student analyzes and evaluates the elements of display when he is able to:

4.1 Evaluate specific displays in competing stores.
4.2 Determine the effectiveness of hang tags, show cards, and price tags being exhibited with the merchandise in displays.
4.3 Assess the results of a given window display.
4.4 Determine the effect of display lighting on sales.

5. The student demonstrates skills in visual merchandising when he is able to:

5.1 Construct a display using colors associated with Thanksgiving.
5.2 Make a monochromatic display.
5.3 Create overhead lighting effects
5.4 Make secondary colors from primary colors using tempera paints.

6. The student will have proper attitudes about visual merchandising when he:

6.1 Collects references regarding display ideas.
6.2 Realizes the implications of display on sales.

Selected Content

I. Display As a Form of Sales Promotion

   A. Terms
   B. Styles
   C. Principles

II. Elements of Visual Merchandising

   A. Product
   B. Space
   C. Traffic

III. Opportunities in Visual Merchandising

   A. Jobs available
   B. Education required
   C. Trends

IV. Purposes of Visual Merchandising

   A. Attract attention
   B. Create company image
   C. Sell merchandise

V. Tools of Visual Merchandising

   A. Props
   B. Color
   C. Lighting

Table of Specifications

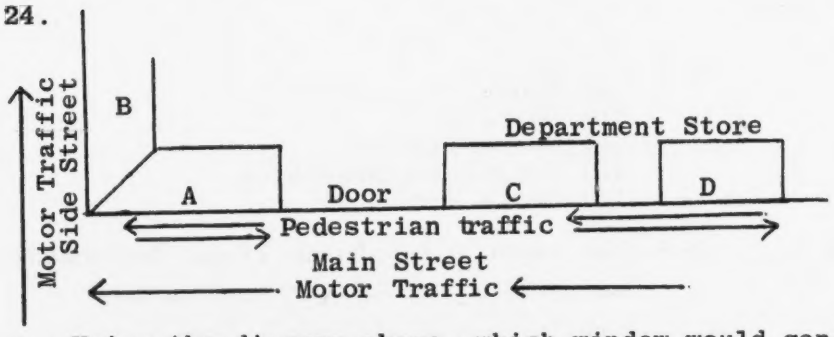
Content	Objectives					
	1. Knowledge	2. Understanding	3. Application	4. Analysis	5. Skills	6. Attitudes
A. Display as a Form of Sales Promotion	5			1		
B. Elements of Visual Merchandising	3			1		
C. Opportunities in Visual Merchandising	2					
D. Purposes of Visual Merchandising	3		1	1		
E. Tools of Visual Merchandising	5	4	2			
Total Questions	18	4	3	3		
Percent of Questions	64%	14%	11%	11%		

Illustrative Test Items

Table of Specifications Reference		
1A	1-5.	Define: (a) Media (b) Display (c) Merchandising (d) Visual Merchandising (e) Sales Promotion
1B	6-8.	The three elements in Visual Merchandising are _____, _____, _____.
1C	9-10.	List an entry job and a higher level job in Visual Merchandising.
1D	11-13.	List the three purposes of Visual Merchandising.
1E	14-18.	Match the following terms at the left with their definitions at the right. ___1. hue — (a) degree of lightness or darkness ___2. shade — (b) strength of a color ___3. tint — (c) obtained by adding white ___4. value — (d) obtained by adding black ___5. intensity — (e) another name for color (f) complementary color
1E	19.	The color red is: (a) primary (c) tertiary (b) secondary (d) none of the above
1E	20.	Secondary colors include: (a) orange (b) black (c) white
3E	21.	The best prop to use in a grocery store window 6' x 8' x 2' would be: (a) an umbrella over a picnic table (b) a mannequin of a woman (c) a stack of cans (d) a blown-up picture of the week's ads from the newspaper
5B	22.	Draw a color wheel using only the primary, secondary, and tertiary colors applicable to a spring showing of ladies' shoes.

3D 23. Draw a floor plan of a drug store, indicating fixtures (counters), and sketch the probable traffic pattern. Label departments.

4A 24.



Using the diagram above, which window would generally receive the most emphasis for displays?

(a) Window A
(b) Window B
(c) Window C
(d) Window D

4D 25. Using the diagram above, which display is the least likely item to be included in the window?

(a) Furs in Window A
(b) Pots and pans in Window D
(c) Sportswear in Window C
(d) Furniture in Window B

2E 26-29. From pictures supplied, identify the display design in each.

___26. Formal balance	(a) Design A
___27. Informal balance	(b) Design B
___28. Zigzag	(c) Design C
___29. Continental	(d) Design D

Topic: Merchandise Information - Standards, Grades, Labels

By: Alexander Walsh and Donald Williams
Brentsville Dist. H. S. Holston H. S.
Prince William County Washington County

Instructional Objectives

1. The student knows terms and general principles about standards, grades, and labels when he is able to:

   1.1 Define standard, grade, and label.
   1.2 Identify customer preferences for selected grades.
   1.3 List organizations which make or recommend regulations about standards, grades, and labels.
   1.4 Define adulteration and misbranding.
   1.5 Define fancy.

2. The student understands general facts and principles about protective measures, when he is able to:

   2.1 Distinguish among the four areas of merchandise information protection.
   2.2 Differentiate between mandatory and voluntary protective measures.
   2.3 Distinguish between types of grades.
   2.4 Explain why meat is graded.
   2.5 Explain the process of product testing by consumer magazines.
   2.6 Differentiate between public and private testing agencies.
   2.7 Recognize examples of adulteration and misbranding.

3. The student applies and synthesizes information about standards, grades, and labels when he is able to:

   3.1 Predict the parties who will derive benefits from protective action.
   3.2 Role play a situation about the Pure Food, Drug, and Cosmetic Act, with one student representing a business.
   3.3 Make sales demonstrations using labels and information found on labels as selling points.
   3.4 Develop a set of rules for the grading of pork.
   3.5 Make a report on legislation regarding the labeling of merchandise.
   3.6 Construct a bulletin board which illustrates the difference between grade and descriptive labeling.

4. The student will analyze and evaluate information about standards, grade, and labels when he is able to:

4.1 Uncover reasons for the establishment of four areas of protection, i.e. standardization, simplification, grading and labeling.
4.2 Uncover events which led to the establishment of the Pure Food, Drug, and Cosmetic Act.
4.3 Judge fellow students' criteria for grading merchandise.
4.4 Select a label on a food, drug, or cosmetic container and analyze the information according to selected criteria.

5. The student demonstrates skill and ability in the use of merchandise information when he is able to:

5.1 Use standard, grade, and label information in selling.
5.2 Locate information about standards, grades and labels.

6. The student displays a favorable attitude toward the use of merchandise information when he:

6.1 Selects products that have received acceptable recommendations by regulating agencies.
6.2 Explains the value of standards, grades and labels to others.
6.3 Suggests to the buyer that he purchase items that have met the standards, grades, and labels requirements.
6.4 Reads publications showing changes in requirements.
6.5 Encourages management to keep employees informed on standards.

Selected Content

I. Protective Measures

A. Distinction between terms
B. Who are interested in grades
C. Legislation
D. Four areas in which protection operates

II. How Protective Measures Operate

A. Types of standards
B. Types of grades
C. Types of labeling

III. Agencies

A. Magazines and newspapers
B. Testing agencies
C. Government

IV. Applying Information at the Point of Sale

A. Facts in analyzing labels
B. Information on labels
C. Labels on products

V. Further Facts about Labeling

A. The case for grade labeling
B. The case for descriptive labeling

VI. Summary

Table of Specifications

Content	Objectives					
	1. Knowledge	2. Understanding	3. Application	4. Analysis	5. Skills	6. Attitudes
A. Standards	1	1		2		
B. Grades	1	2	1	1		
C. Labels	1		1	1		
D. Testing Organizations		2				
E. Protective Measures		2	2	3		
F. Mandatory Standards		1	1			
G. Voluntary Standards		1		1		
H. Projects			3			
I. Involved Persons	1	1	1	1		
J. Protective Organizations	1		1			
K. Terms	1	1				
Total Questions	6	11	10	9		
Percent of Questions	16%	31%	28%	25%		

Illustrative Test Items

Table of Specifications Reference		
1C	1.	A label is best defined as something that: (a) identifies a product by the producer (b) tells the degree in which standards are met (c) provides the basis for grading (d) identifies the product as to its content
2G	2.	A voluntary protective measure is to a businessman (a) as a hunting license is to a rabbit (b) as a college education is to a student (c) as carbon dioxide is to a plant (d) as ink is to a pen
2K	3.	Which of the following is the best example of adulteration? (a) The product has been illegally transported across state lines. (b) The package bears a false or misleading statement. (c) The product has been handled so as to mislead the purchaser. (d) The product has been treated to render it inferior.
2E	4.	The grading of meat is to the consumer as (a) a drivers license is to a car (b) a seat belt is to a car (c) oil is to a motor (d) all of the above
	5-7.	In the past, many organizations produced similar products. However, when the consumer wished to substitute one product for a product which was produced by another company he found that products requiring connections (i.e. water line pipe, hose nozzles, light bulbs) could not be interchanged. Today, this should not occur.
2A	5.	What is the nature of the problem described above?
2E	6.	What has been done to help alleviate the problem?
4E	7.	Hypothesize action which would resolve the problem.

Topic: Operation of our Economic System

By: Kelly Parnell, Kempsville H. S., Virginia Beach
James A. Mundy, IV, Jefferson Sr. H. S., Roanoke
John Currie, Washington & Lee H. S., Westmoreland County

Instructional Objectives

1. The student knows the terms and general principles about distribution in a free economy when he is able to:

   1.1 Name the four economic systems.
   1.2 Define each of the four basic economic systems.
   1.3 Define the concept of free enterprise.
   1.4 Define monopoly and laissez-faire.
   1.5 Name a country that operates under each of the four economic systems.
   1.6 Recall the components of an economic system.
   1.7 List the characteristics of each of the four economic systems.
   1.8 List the individual's economic rights under each economic system.

2. The student understands the general facts and principles of an economic system when he is able to:

   2.1 Give examples of the four basic economic systems.
   2.2 Demonstrate, by example, the difference between "laissez-faire" and "monopoly."
   2.3 Differentiate production, distribution, consumption, and competition in the economic systems.
   2.4 Identify the economic rights of an individual in each economic system.

3. The student applies and synthesizes information about the four economic systems when he is able to:

   3.1 Role play a situation an individual might experience in an economic system.
   3.2 Predict the effect of the loss of competition on production, distribution, and consumption in each of the economic systems.
   3.3 Demonstrate a collective bargaining situation in each of the four economic systems.
   3.4 Develop an economic system using principles from the four basic systems.
   3.5 Determine the possible effect of laissez-faire practices in each of the four economic systems.
   3.6 Illustrate the profit motive by using a company's annual report.
   3.7 Illustrate the relationship of competition to distribution.

4. The student analyzes and evaluates information about economic systems when he is able to:

   4.1 Determine how international events are affected by economic principles.
   4.2 Assess how economic systems are affected by international events.
   4.3 Defend the statement - "freedom is the priceless ingredient in our economy."
   4.4 Judge the validity of his employer's definition of the "free enterprise system."
   4.5 Justify a free enterprise system.
   4.6 Justify legal monopolies.
   4.7 Determine current economic trends in each economic system.
   4.8 Compare the role of governmental control in each of the economic systems.
   4.9 Evaluate the necessity of selected monopolies in our economic system.

5. The student demonstrates skill and ability in the use of information about economic systems when he is able to:

   5.1 Prepare a report on "How Our Economic System Affects Me."
   5.2 Locate reference material on economic systems.

6. The student will display favorable attitudes in the growth of economic systems when he:

   6.1 Appreciates the importance of the profit motive in a capitalistic society.
   6.2 Realizes the implications of initiative in a free enterprise system.
   6.3 Exercises his economic rights in his daily life.
   6.4 Considers current economic problems objectively.
   6.5 Collects newspaper articles about different economic systems.

Selected Content

I. How our Economic System Operates

A. Meaning of an economic system
   1. Definition of the term
      a. Production
      b. Distribution
      c. Consumption
B. Characteristics of our capitalistic or free enterprise system
   1. Foundations of the system
   2. Modified versus laissez-faire capitalism
C. The four economic systems defined
   1. Capitalism
   2. Communism
   3. Socialism
   4. Fascism
D. Comparison of the four systems
E. Individual economic rights

Table of Specifications

Content	Objectives					
	1. Knowledge	2. Understanding	3. Application	4. Analysis	5. Skills	6. Attitudes
A. Economic System Definition and Relationship	1	1	2	1		1
B. Foundations of Free Enterprise	1	2	1	5		4
C. Laissez-faire vs. Monopoly	1	2	1	2		
D. Four Systems Defined	2		1			
E. Comparison of Four Systems	3	2	1	6		1
F. Individual Economic Rights	1	1	2	1		4
Total Questions	9	8	8	15		10
Percent of Questions	18%	16%	16%	30%		20%

Illustrative Test Items

Table of Specifications Reference

1D 1-4. Mark the following statements: A for capitalism, B for communism, C for socialism, or D for fascism:

____1. Government controls production, exchange, and consumption.
____2. Totalitarian rule by a single political party of government and society.
____3. Government ownership and social control of production and distribution.
____4. Private ownership of production and distribution.

1E 5-8. Name a country that operates under each of the four economic systems.

5. Capitalism _____
6. Communism _____
7. Socialism _____
8. Fascism _____

2A 9. Economic voting is most effective in which of the following systems?

A. Capitalism
B. Communism
C. Socialism
D. Fascism

2B 10. Social control is to socialism as free enterprise is to:

A. Capitalism
B. Communism
C. Socialism
D. Fascism

2C 11. Which is the best reason for governmental franchising of a telephone company?

A. more efficient service
B. less competition
C. better pricing
D. less confusion

2F 12. If a government can demand your property for industrial use, you are living in which of the following economic systems?

A. Capitalism
B. Communism
C. Socialism
D. Fascism

4A 13. Competing businesses can handle the shortage of a particular product by:

A. raising prices
B. eliminating the product
C. lowering prices
D. none of the above

4E 14. If you are a citizen in a communist country, how would you defend non-competition?

A. stabilized economy by price control
B. better service
C. better product through standardized production
D. all of the above

4E 15. If you are a citizen in a communist country, how would you defend the lack of competition?

A. stabilized economy by price control
B. better service
C. better product through standardized production
D. all of the above

Topic: Retail Advertising

By: E. R. Waugaman, II and W. Lee Bullard
Woodbridge Sr. H. S. Oscar Smith H. S.
Prince William County Chesapeake

Instructional Objectives

1. The student knows specific terms and principles about retail advertising when he is able to:

   1.1 Define advertising terminology.
   1.2 Name the ultimate aim of retail advertising.
   1.3 Recall the parts of an ad layout.
   1.4 Identify the three types of advertising media and the media that are included under each type.
   1.5 List at least four ways advertising helps consumers.
   1.6 List newspaper advertising services.
   1.7 Recall the development of the three types of media from pre-printing to printing in the 20th Century.
   1.8 List the steps carried out in an advertisement (e.g. AIDA).

2. The student understands general principles of advertising when he is able to:

   2.1 Demonstrate by examples the three stages of advertising.
   2.2 Distinguish among the types of direct advertising.
   2.3 Identify each of the seven parts of an ad layout.
   2.4 Recognize an appeal to emotion in advertisements.
   2.5 Recognize poor uses of testimonials.
   2.6 Identify the protections against false advertising for the public.
   2.7 Discriminate between branded and unbranded merchandise.

3. The student applies principles learned to prepare and design layouts and other projects in advertising when he is able to:

   3.1 Make a script for a radio spot announcement.
   3.2 Construct a direct mail ad piece.
   3.3 Construct an ad layout.
   3.4 Design an original ad.
   3.5 Prepare copy from factual information about a product.
   3.6 Develop a plan which would involve sales personnel in an advertising campaign.

4. The student will possess the ability to analyze and evaluate practical situations in retail advertising when he is able to:

   4.1 Detect the difference between promotional and institutional copy.
   4.2 Appraise the effectiveness of a simulated advertising program.

4.3 Evaluate an advertising plan for a large department store operation.
4.4 Judge an ad.

5. The student will demonstrate skill in the production of an ad layout when he is able to:

5.1 Select the appropriate elements for the layout.
5.2 Arrange elements of the ad.
5.3 Make written instructions to the media on final proof or draft.

6. The student shows interest in keeping abreast with latest trends and techniques of advertising and their application when he:

6.1 Reads current periodicals relating to the advertising field.
6.2 Makes attempts to apply knowledge and skills of advertising in on-the-job-training.
6.3 Joins the distributive education club and participates in promotional activities.

Selected Content

I. Why Study Advertising

- A. Definition of advertising
- B. Aims of advertising
- C. AIDA and advertising

II. How Advertising Functions

- A. Parts of an ad
- B. Use of appeals
  - 1. Emotional
  - 2. Factual
  - 3. Testimonial
- C. Consumer protection in advertising

III. Modern Advertising Media

- A. Types and characteristics of media
- B. Selection of media

IV. Types of Advertising Copy

- A. Promotional
- B. Institutional

V. Use of Brand Names and Slogans

- A. Brand names
- B. Unbranded merchandise

VI. Closing the Gap Between Advertising and Selling

- A. How salespeople use advertising in their jobs
- B. Store organization for advertising

VII. Advertising from Start to Finish

- A. Practice in ad preparation
- B. Evaluation of results

VIII. What Advertising Does for Us As Individuals

IX. Development of Advertising

Table of Specifications

Content	Objectives					
	1. Knowledge	2. Understanding	3. Application	4. Analysis	5. Skills	6. Attitudes
A. Why Study Advertising	2	1				
B. How Advertising Functions	1	3		1		
C. Media	3	1				
D. Types of Advertising Copy			1	1		
E. Brand Names and Slogans		2		1		
F. Closing Gap Between Advertising and Selling	1		1			
G. Advertising From Start to Finish	1		2	2	3	
H. What Advertising Does for Us as Individuals	2					
I. Development of Advertising	2					
Total Questions	12	7	4	5	3	
Percent of Questions	39%	22%	13%	16%	10%	

Illustrative Test Items

Table of Specifications Reference	
1A	1. Which of the following is <u>not</u> included in the definition of advertising? A. "personal presentation" B. "paid form" C. "presentation of ideas, goods, or services" D. "sponsor is identified"
1A	2. The <u>ultimate</u> aim of advertising is to A. introduce new products B. stabilize sales volume C. draw customers into establishment D. sell merchandise or service
2C	3. Which of the following is an example of periodical media? A. newspaper B. magazine C. catalogue D. both A and B E. both B and C
2C	4. Direct media is to calendars as mass media is to A. tags B. wrappers C. directories D. sky writing
1C	5. Which of the following services is/are typically provided by a newspaper advertising department? A. evaluation of results B. mat service C. illustrations D. both A and B E. both B and C
1H	6. Which of the following is <u>not</u> one of the ways advertising helps the consumer? A. helps form good buying habits B. informs him about products and services C. saves him time and effort D. causes him to make fewer purchases

2C 7. Which of the following is not an example of direct advertising?

A. handbill under the windshield
B. one minute TV commercial
C. information tag on a department store dummy
D. Sears-Roebuck catalogue

2B 8. The familiar TV commercial concerning Camel filter cigarettes depicts an appeal to which of the following emotional needs of man?

A. vanity
B. ambition
C. economy
D. health

4D 9. Indicate whether the following examples are institutional or promotional.

_____ "The refreshing taste of Wrigley's Spearmint Gum gives you a refreshing lift"
_____ "Plenty of free parking for Sears customers"
_____ "Special sale of Arrow shirts - reduced 20%"

2B 10. (Instructor will display a large sample ad with parts labeled with a key letter.) Below is a list of the parts of an ad. In the blank in front of each part insert the letter of that part shown on the sample ad. All blanks do not need to be filled.

____ signature cut
____ headline
____ guarantee
____ copy
____ mat
____ illustration
____ white space
____ milline

4B 11. Which of the following is the poorest example of the use of a testimonial?

A. Johnny Unitas endorsing Spaulding footballs
B. Johnny Unitas endorsing Chrysler
C. Johnny Unitas endorsing Winston cigarettes
D. Johnny Unitas endorsing Baby Ruth candy bars

4E 12. Identify the examples of merchandise shown to you as to whether they are branded or unbranded.

_____ Example A
_____ Example B
_____ Example C
_____ Example D

4G 13. Sam's Boutique on Main Street is having a summer clearance. Check the medium which would be appropriate for them to use.

____ A. Better Homes and Garden Magazine
____ B. Playboy Magazine
____ C. network TV
____ D. billboard
____ E. local newspaper
____ F. directories

4G 14. (Distribute ad layout rating sheet with test. Show sample ad.)

Evaluate the ad shown to you using the DECA rating sheet.

Topic: Stockkeeping on the Selling Floor

By: Danny C. McDaniel and John C. Pence
Parry McCluer H. S. James Wood H. S.
Buena Vista Frederick County

Instructional Objectives

1. The student knows specific terms and general principles about stockkeeping on the selling floor when he is able to:

   1.1 Define terms about stockkeeping.
   1.2 List six advantages realized by the salesperson through proper stockkeeping.
   1.3 List three advantages realized by the customer through proper stockkeeping.
   1.4 List six advantages realized by business organization through proper stockkeeping.
   1.5 Identify the people who are responsible for stockwork.
   1.6 List four of the five major facilitating store functions.
   1.7 List three steps for transferring merchandise into the department.
   1.8 Recall the dates that are necessary for proper stockkeeping.
   1.9 Recall the dates when physical inventories are taken.
   1.10 List four physical requirements of a good stockkeeper.
   1.11 List two mental and two physical abilities necessary for good stockkeeping.

2. The student understands general facts and principles about stockkeeping on the selling floor when he is able to:

   2.1 Interpret the statement, "stock well-kept is half sold."
   2.2 Differentiate between wholesale and service stockkeeping practices.
   2.3 Describe the location of forward and reserve stock.
   2.4 Determine times when stockkeeping should be done.
   2.5 Chronologically order the steps the buyer takes in buying merchandise.
   2.6 Differentiate between basic stock, seasonal stock, or promotional stock.
   2.7 Explain the necessity of straightening, filling in, and following a stock control system.
   2.8 Differentiate what is proper and improper in the care and storage of display fixtures, point-of-sale signs and displays.
   2.9 Identify old merchandise.
   2.10 Describe ways old merchandise can be displayed prominently in order to be sold.

3. The student applies and synthesizes information about stockkeeping on the selling floor when he is able to:

3.1 Design a store floor plan showing good stockkeeping practices.
3.2 Design a store floor plan showing poor stockkeeping practices.
3.3 Design an open display to demonstrate good stockkeeping practices.
3.4 Suggest methods of stockkeeping which are more economical than those currently used by a distributive business.
3.5 Develop methods or procedures in handling stock.

4. The student has the ability to analyze, and evaluate data about stockkeeping on the selling floor when he is able to:

4.1 Recognize the elements of good stockkeeping.
4.2 Compare stockkeeping procedure used in his training station with the procedures followed in the unit of study.
4.3 Use Rating Sheet ST III to evaluate his performance in stockkeeping procedures.
4.4 Determine the arrangement of merchandise using style, size, color, and material.
4.5 Evaluate a code of ethics in stockkeeping.
4.6 Evaluate stockkeeping practices in an open display.

5. The student will demonstrate skills about stockkeeping on the selling floor when he is able to:

5.1 Use the principles of stock placement and arrangement to replenish an assortment of counter stock from the under stock and reserve stock.
5.2 Construct an open display which demonstrates good stockkeeping practices.
5.3 Arrange merchandise according to one of the following: type, style, price, color, size.
5.4 Conduct a physical inventory of 20 items with no more than one error using Inventory Sheet, ST-V.

6. The student will have proper attitudes about stockkeeping on the selling floor when he:

6.1 Appreciates the importance of proper stockkeeping.
6.2 Strives to meet the requirements of a good stockkeeper.
6.3 Realizes the importance of learning information about stock.

Selected Content

I. Why Do Stock Work

A. Importance of stockkeeping
B. Advantages of proper stockkeeping on the selling floor
C. Facts to know about stockkeeping
D. Stockkeeping as a facilitating activity

II. How Stock Gets into the Store

A. Main steps in getting merchandise into the department
   1. Buying
   2. Receiving
   3. Storing
B. Steps a buyer takes in buying merchandise
   1. Contacts vendor
   2. Selects merchandise
   3. Financing
   4. Places the order
C. Procedure in receiving, checking, and marking merchandise
D. Procedure in storing merchandise

III. Stock Care

A. Importance of stock care
B. Getting out and putting away stock
C. Cleaning and dusting stock
D. Checking conditions of merchandise
E. Keeping stock and department in good shape

IV. Straightening and Controlling of Stock

A. Importance and meaning of terms
B. Duties in straightening stock
C. Filling in stock
D. Following stock control system

V. Taking Physical Inventory

A. Physical inventory as a method of stock control
   1. Physical inventory
   2. Book inventory
B. Facts about physical inventory
C. Steps in taking physical inventory
   1. Plans are made
   2. Inventory is taken by salespeople
   3. Inventory is calculated
D. Practice demonstrations

VI. Care of Fixtures, Signs, and Displays

A. Care of storage and display fixtures
B. Care of point-of-sale signs and displays

VII. Learning Stock Information

A. Meaning of term, stock information
B. Learning what is carried
C. Learning amounts available
D. Learning classifications of merchandise or department
E. Learning location of specific items

VIII. Qualifications of a Good Stockkeeper

A. Physical requirements
B. Mental abilities
C. Personal traits
D. Special abilities

IX. Developing the Professional Touch

A. The importance of the professional touch in stock-keeping
B. Ways of saving time and effort in stockkeeping
C. Ways of saving expense in stockkeeping
D. Precautions to observe in stockkeeping

X. Stockkeeping as a Facilitating Activity

A. Introduction
B. Review unit

Table of Specifications

Content	Objectives					
	1. Knowledge	2. Understanding	3. Application	4. Analysis	5. Skills	6. Attitudes
A. Why Do Stock Work	6	4	3	1	2	1
B. How Stock Gets into the Store	1	1		1		
C. Stock Care	1		1	1	1	
D. Straightening and Control of Stock	2	2				
E. Taking Physical Inventory	2				1	2
F. Care of Fixtures, Signs and Display		1			1	
G. Learning Stock Information	1	1		1		
H. Qualifications of a Good Stockkeeper	2					
I. Developing the Professional Touch	1		2	1		
J. Stockkeeping as a Facilitating Activity						
Total Questions	16	9	4	5	5	3
Percent of Questions	38%	21%	10%	12%	12%	7%

Illustrative Test Items

Table of Specifications Reference

1-7. Matching

1A	1. ___	Stockkeeping	A. Keeping merchandise clean and saleable
1A	2. ___	Facilitating Activity	B. Count of merchandise
1C	3. ___	Stock Care	C. Dexterity, speed, strength and height
1E	4. ___	Physical Inventory	D. Perception and imagination
1D	5. ___	Merchandise Classification	E. Arrangement of merchandise
1A	6 ___	Stock	F. Keeping merchandise in saleable condition
1E	7. ___	Book Inventory	G. Closely related to and increases the effectiveness of other store functions
			H. Merchandise on hand

2A 8. In your own words, interpret the statement, "Stock well kept is half sold."

4I 9. Compare the stockkeeping procedures used in your training station with those we discussed in class.

1A 10. A good indicator of the salesperson's interest in his work is the enthusiasm he shows in the performance of the _____.

4G 11. Discuss the role of stockkeeping on the principle of having merchandise:

(a) In the right quantity
(b) At the right place
(c) At the right time

1D 12. Only bulky or fast-selling merchandise will probably need additional _____ space.

3C	13. Suggest ways of identifying old merchandise and suggest ways old merchandise can be displayed in order to sell it first.
2D	14. Differentiate between wholesale and service stockkeeping.

Topic: Job Interview

By: Charles W. Tomlin and Hugh E. Brown
George Washington H. S. Patrick Henry H. S.
Alexandria Roanoke

Instructional Objectives

1. The student knows the specific terms and general principles about the job interview when he is able to:

   1.1 Recall information needed on a complete application form.
   1.2 Identify rules for completion of the application form.
   1.3 List rules for completion of the application form.
   1.4 List desirable posture, actions, and mannerisms in a job interview.
   1.5 Recall questions that are most frequently asked by interviewers.
   1.6 Recall how to greet a receptionist in a waiting room.
   1.7 Recognize proper decorum in a waiting room.
   1.8 Recall the use of the job application form.

2. The student understands general facts and principles in the conduct of job interview when he is able to:

   2.1 Recognize the proper procedures to complete the application form.
   2.2 Explain the importance of the application form.
   2.3 Differentiate between a good and a bad interview.
   2.4 Identify the best mannerisms and speech to employ in an interview.
   2.5 Identify reasons for being courteous to the receptionist.
   2.6 Recognize proper attire in a job interview.

3. The student applies and synthesizes information necessary to secure employment when he is able to:

   3.1 Correctly complete an application form.
   3.2 Greet the receptionist properly.
   3.3 Complete a successful interview.
   3.4 Demonstrate the ability to use acceptable job interview techniques by role playing in class.
   3.5 Prepare job application forms.

4. The student can analyze and evaluate job applications and interview procedures when he is able to:

   4.1 Recognize a properly completed application form.
   4.2 Evaluate an interview using a rating sheet.
   4.3 Differentiate between good and bad interview practices.

5. The student demonstrates skill and ability in the use of the techniques of the job interview when he is able to:

   5.1 Establish rapport with an interviewer.
   5.2 Demonstrate ability to communicate with interviewer.
   5.3 Appear "at ease" with the interviewer.

6. The student displays a favorable attitude and interest in the acceptable techniques of job interview procedures when he:

   6.1 Appears early for each job interview.
   6.2 Follows coordinator's suggestions for improvement.

Selected Content

I. Preparation for the Job Interview

A. Information needed
B. Application forms
C. Rules to follow when completing the application blank
D. Role-playing

II. Applying for the Job

A. Dress
B. Mannerisms
C. Greeting - receptionist
D. Demonstrations and student judgings
E. On-the-job practice

Table of Specifications

Content	Objectives					
	1. Knowledge	2. Understanding	3. Application	4. Analysis	5. Skills	6. Attitudes
A. Dress	3	1		1		
B. Application	2	3	2	1		
C. Greeting Receptionist	1	1	1	1		
D. Interview	5	4	2	2		
Total Questions	11	9	5	5		
Percent of Questions	36%	30%	17%	17%		

Illustrative Test Items

Table of Specifications Reference	
1A	1. Which of the following is considered proper dress for a boy in the interview situation? A. loud sports coat B. madras pants C. dark colored tie D. blue suede shoes
1A	2. Which of the following is considered proper dress for a girl in the interview situation? A. one-piece dress B. long, dangling beads C. heavy, eye make-up D. mini-skirt
1B	3. One of the following is not a rule to follow when filling in an application form: A. print or write in pencil B. answer all questions C. answer questions correctly D. make no marks on application blank except where directed
1B	4. Which of the following should you bring with you on a card to help fill in the application form? A. family names and history B. spellings of unfamiliar words C. medical history D. references, names, and phone numbers and occupation
2B	5. The most important thing an employer can tell about you from your application form is: A. how honest you are B. how quickly you work C. how well you follow directions D. all of the above
1C	6. While in the waiting room you could: A. smoke B. chat with other prospective interviewees C. talk to secretary D. chew gum

1D 7. The interviewer may ask you which of the following questions?

A. your name
B. your address
C. your telephone number
D. your reason for leaving your last job

2A 8. What manner of dress would be appropriate when applying for the job of salesman?

A. plaid jacket, sandals, striped tie
B. white shirt, dark coat, wing-tips
C. sneakers, levis, cut-offs
D. paisley slacks, loafers, striped shirt

2B 9. For a good impression the interviewee should be careful to:

A. not smudge the paper
B. fill in all blanks
C. write or print neatly
D. be concise
E. all of the above

2C 10. You should watch your treatment of the receptionist because:

A. she is the first to see you
B. she handles your application
C. she may be consulted by interviewer
D. all of the above

1D 11. Which of the following is the best way to initiate the interview?

A. shake the man's hand
B. sit in a chair immediately
C. ask the interviewer his name
D. none of the above

3B 12. The pupil will be given a sample application form and will be asked to complete it.

3C 13. The pupil will role-play how to greet a secretary.

3D 14. By role-playing, the student will portray his ability to successfully complete a job interview.

4B 15. Given a completed job application form, the student will find and report all errors.

4D 16. Given a rating sheet, the student will observe and rate a mock interview.

Topic: Retail Arithmetic

By: James White and Leonard Rose
George Washington H. S. Covington H. S.
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Instructional Objectives

1. The student knows the specific terms and general principles of retail arithmetic when he is able to:

   1.1 Name and define the four fundamental arithmetic operations.
   1.2 Recognize or distinguish the relationships between the fundamental processes.
   1.3 Identify gross salary, deductions, and net pay.
   1.4 Recognize which math process to use.
   1.5 Name and define the most common units of weights and measures used in retailing.
   1.6 List steps to follow in making change.
   1.7 Recall the fraction and decimal to use for a percentage.
   1.8 Recognize quantitive meanings in diagrams, graphs, and charts.
   1.9 Define profit motive and tell how to determine profit.
   1.10 Differentiate between markup and markdown.

2. The student understands general facts and principles of retail arithmetic when he is able to:

   2.1 Translate mathematical symbols into verbal material.
   2.2 Differentiate between subtrahends and minuends.
   2.3 Recognize number combinations whose sum is ten, and demonstrate the use of number combinations when adding long columns of numbers.
   2.4 Recognize that the accuracy of subtraction can be checked by adding the subrahend and the difference to obtain the minuend.
   2.5 Distinguish between cost price and retail price.

3. The student applies knowledge and skills of specific facts and principles in the use of the four arithmetic operations when he is able to:

   3.1 Solve simple problems using each basic operation.
   3.2 Operate the cash register.
   3.3 Compute gross pay and "take home" pay.
   3.4 Complete a sales check for cash sale and a credit sale.
   3.5 Calculate weight and measure problems by determining the amount needed for a customer and by figuring the cost of multiple units.
   3.6 Operate a cash register at a specified rate.